DOCUMENT RESUME

ED 315 624 CE 054 184

TITLE Building Educational Foundations: A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act, Title IV, Section 402 Grantees.
INSTITUTION Association of Farmworker Opportunity Programs, Washington, DC.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
PUB DATE Jun 88
NOTE 25p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Adult Programs; Compliance (Legal); *Federal Legislation; Federal Programs; *Literacy Education; *Migrant Adult Education; *Migrant Programs; Migrant Workers; *Program Implementation
IDENTIFIERS *Job Training Partnership Act 1982

ABSTRACT

This report examines the literacy-related activities of organizations funded under Title IV, Section 402 of the Job Training Partnership Act (JTPA). Section 402 is a special program within JTPA that delivers training, employment, education, and support services to migrant and seasonal farmworkers. The survey: (1) documents the various literacy and basic educational programs available to migrant and seasonal farmworkers; (2) examines the level and extent of the programs offered by each grantee; and (3) highlights special literacy initiatives being undertaken by some grantees. The review found that all or some of the 53 Section 402 grantees contacted offer the following literacy-oriented activities: testing aptitude and achievement potential; adult basic education; General Educational Development (GED) test preparation; English-as-a-Second-Language courses; and other literacy initiatives. The study also found that program grantees feel that they could accomplish more with students if regulations were more flexible and less emphasis was placed on cost of training in each case. The appendixes include: literacy survey results; a list of educational testing instruments; and a survey question form. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED315624

Building Educational Foundations:

A Survey of the Literacy Initiatives Undertaken by the Job Training Partnership Act , Title IV, Section 402 Grantees

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Report by The Association of Farmworker Opportunity Programs

June 1988

CG021184

BEST COPY AVAILABLE

Contents

Executive Summary 1
Overview 2
National Statistics 3
Farmworker Literacy and Section 402 5
- Average Educational Level 5
- Testing and Assessment 5
- Adult Basic Education 6
- General Educational Development 7
- English as a Second Language 7
- Reading is Fundamental 8
- Project Literacy in the United States 8
- Coordinative Linkages 8

Special Literacy Initiatives 10
Summary 15
Appendices
- Literacy Survey Results . . . . . A
- Educational Testing Instruments . . . . . B
- Survey Questionnaire Form C

This report by the Association of Farmworker Opportunity Programs is made possible through a grant from the United States Department of Labor, Employment and Training Administration, Office of Special Targeted Programs, Division of Seasonal Farmworkers.

Building Educational Foundations:

A Survey of the Literacy Initiatives
Undertaken by the JTPA Title IV, Section 402 Grantees

Executive Summary

This report examines the literacy-related activities of organizations funded under Title IV, Section 402 of the Job Training Partnership Act (JTPA). Section 402 is a special program within JTPA which delivers training, employment, education, and support services to migrant and seasonal farmworkers.

The report is intended for public policymakers and managers of farmworker-related programs. By building on the scant information currently available on this highly at-risk population, we hope this report will improve understanding of farmworkers' needs and the ways in which those needs can best be met. Basic data on existing programs may also establish a reference point for discussions of the role different public and private groups should play and how their efforts should be financed. A closely related issue on which the report casts some light, is the interrelationship of client needs, program cost factors, and JTPA performance standards.

The principal reporting objectives of this survey are to: 1) document the various literacy and basic educational programs available to migrant and seasonal farmworkers; 2) examine the level and extent of the programs offered by each grantee; and 3) highlight special literacy initiatives being undertaken by certain of the grantees.

A population at-risk

The high-school dropout rate for migrant and seasonal farmworkers is three times the national average. The unweighted results of this report show that 65% of farmworkers served by Section 402 grantees have dropped out of school, and that their average educational level is 8.4 grade years. When measured separately, migrants were reported to have a lower educational attainment level of 6.5 years, while seasonals were somewhat higher, with the equivalent of 9.7 years of schooling.

The 402 grantees offer the following literacy-oriented activities, though the specific mix of services varies in order to meet the special needs of farmworkers in each service area:

Testing Aptitude and Achievement Potential

Thirty-eight of the 53 grantees operate their own internal testing program for farmworkers. Testing has become an integral part of the employability development process for many 402 grantees. Of the twenty-eight percent (28%) who do not operate an internal testing component, a majority refer farmworkers to outside resources for such services. A number of the grantees contract to receive testing services for their clients.

Adult Basic Education

Twenty-one of the 53 grantees provide an adult basic education program for farmworker clients. Of those who have an ABE component, 48% use only 402 funds, 4% use no 402 funds, and 48% use both 402 and other funds to finance this training activity.

General Educational Development

Twenty of the 53 grantees offer GED instruction for farmworkers. Of those, 40% use only 402 funds, 10% use no 402 funds, and 50% use 402 and other funds to finance this training component.

English As A Second Language

Twenty-one of the 53 grantees offer English language training for farmworkers with limited facility in the language. Of the ESL operators, 24% use no 402 funds, 57% use 402 and other funds, and 19% use only 402 funds.

Other Literacy Initiatives

Twenty-three percent of the grantees are involved in or receive funding to operate Reading Is Fundamental programs. A slightly higher 28% are involved in the Project Literacy in the United States and other special literacy initiatives for their farmworker clients. All 402 grantees have developed extensive coordinative linkages with other agencies and organization to enhance their own literacy activities, cut costs, and broaden both the range and accessibility of other literacy services available to farmworkers.

Literacy Survey Overview

The survey is based on a standardized questionnaire developed by the AFOP staff. All 53 of the currently funded 402 grantees responded to the questionnaire. A copy of the survey form is appended to this report. The major areas covered by the survey questionnaire include:

1) Educational level of the farmworker population, both migrant and seasonal;
2) Literacy testing services;
3) Adult Basic Education (ABE);
4) General Educational Development (GED);
5) Reading Is Fundamental (RIF);
6) English as a Second Language (ESL);
7) Project Literacy in the United States (PLUS);
8) Coordinative linkages to enhance literacy activities; and
9) Other activities and special literacy initiatives.

National Statistics

The literacy-related activities and funding sources of each 402 grantee are listed in Table I of the appendices. That data is combined below into national statistics to give an overall picture of the survey results. These statistics are shown graphically in Figure 1, on the following page.

TESTING

- 38 of the 53 grantees (72 percent) operate their own internal testing program for farmworkers;

ADULT BASIC EDUCATION

- 21 of the 53 grantees (40 percent) are ABE program operators;
- Of the 21 ABE operators, 48 percent only use 402 funds, 48 percent use both 402 and other funds, and four percent use no 402 funds;
- 98 percent of the grantees refer clients to other ABE programs;

GENERAL EDUCATIONAL DEVELOPMENT

- 20 of the 53 grantees (38 percent) are GED program operators;
- Of the 20 GED operators, 40 percent use only 402 funds, 50 percent use both 402 and other funds, and 10 percent use no 402 funds;
- 98 percent of the grantees refer clients to other GED programs;

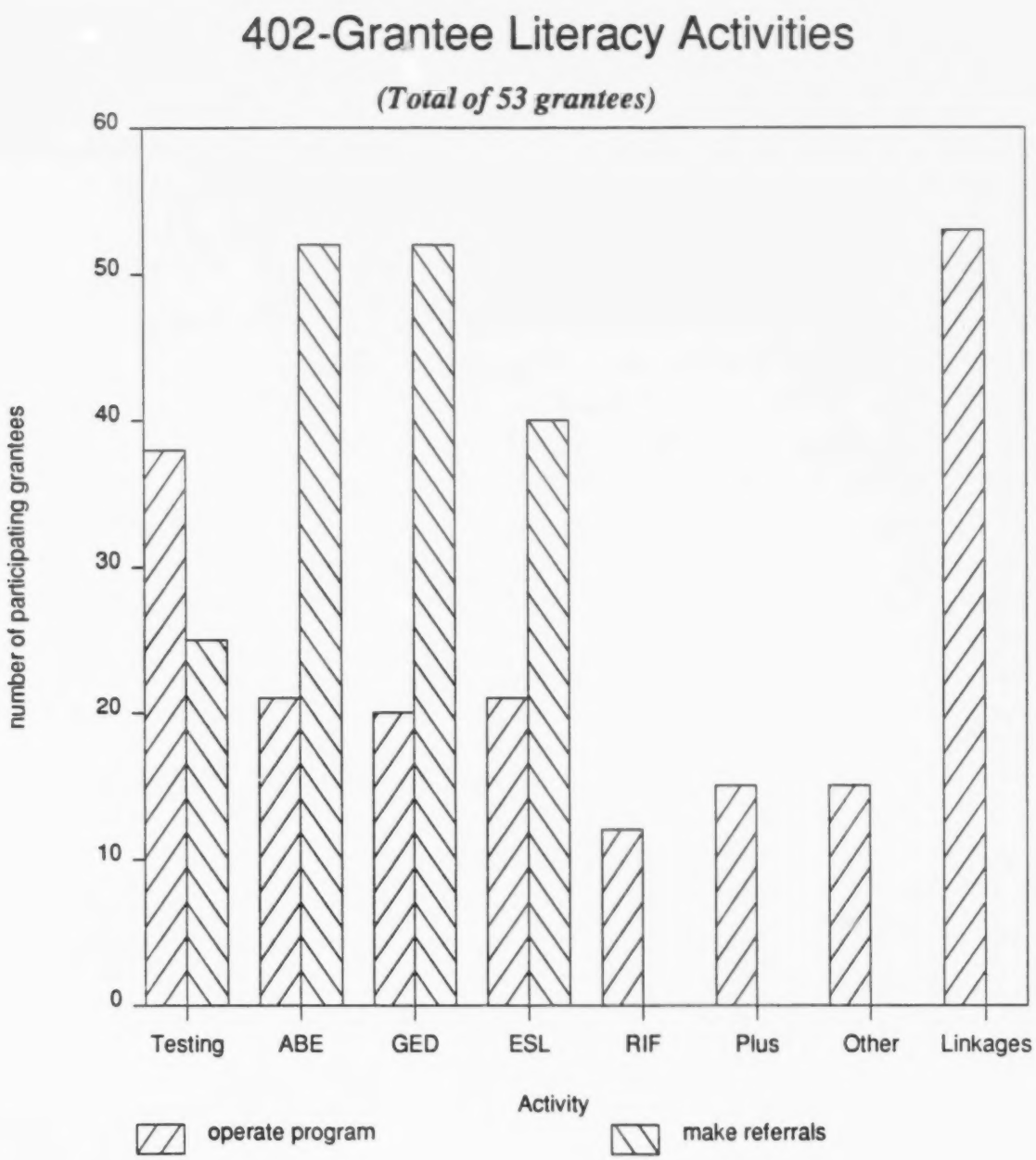
ENGLISH AS A SECOND LANGUAGE

- 21 of the 53 grantees (40 percent) operate their own ESL classes;
- Of the 21 ESL operators, 19 percent use only 402 funds, 57 percent use both 402 and other funds, and 24 percent use no 402 funds;
- 76 percent of the grantees refer clients to other ESL programs;

LINKAGES AND OTHER ACTIVITIES

- 12 of the 53 grantees (23 percent) are involved in or receive funding to operate Reading Is Fundamental programs;
- 15 of the 53 grantees (28 percent) are involved in the PLUS program;
- 100 percent of the grantees have developed coordinative linkages with other agencies and organizations to enhance literacy activities; and
- 15 of the 53 grantees (28 percent) operate other special literacy projects.

Figure 1.


402-Grantee Literacy Activities
(Total of 53 grantees)
number of participating grantees
60
50
40
30
20
10
0
Testing
ABE
GED
ESL
RIF
Plus
Other
Linkages
Activity
operate program
make referrals

Farmworker Literacy and Section 402

The following section summarizes the responses of the Section 402 grantees regarding each of the nine major topic areas identified on page two.

Average Educational Level

Hired farmworkers have low levels of education as measured by years of schooling completed. According to USDA's Agricultural Workforce of 1985, "half of all hired farmworkers had not completed high school, with only 33 percent of blacks and only 17 percent of Hispanics." Likewise, the USDA's 1985 Fact Book of U.S. Agriculture indicates that over "twenty-five percent of farmworkers 25 years and older have an eighth grade education or less."

The low educational levels of minority farmworkers and their limited nonfarm job alternatives help explain their greater likelihood of being employed in agriculture during their prime working years. The Migrant Legal Action Program (MLAP) published a report which projects that 86 percent of migrant children will fail to complete high school. This is staggering when compared to the national dropout rate of 25 percent.

The need for literacy activities is also substantiated by the characteristics of both the migrant and seasonal farmworkers who are enrolled into the 402 program. According to the 402 grantees, more than 65 percent of enrollees had dropped out of high school. Based on the figures reported by the grantees, the average national educational level of 402 enrollees is 8.4 grade years. Not surprisingly, migrants were found to have a grade attainment level of only 6.5 years, compared to 9.7 years for seasonal farmworkers.

Testing and Assessment

Seventy-two percent of the grantees (38 out of 53) have established internal testing programs to evaluate individuals before enrollment or referral to Adult Basic Education (ABE) or General Educational Development (GED). These testing programs are used to evaluate a client's achievement and aptitude levels to aid in the employability development process. A majority of the grantees who do not administer their own tests refer clients to other testing services within the community. The entities most commonly reported by the grantees as being used for outside testing are vocational technical schools or community colleges.

Twenty-three out of the 38 grantees (61 percent) who have their own ABE, GED, or ESL programs, also administer testing programs. Fifteen of the grantees use their testing programs for vocational assessments and to assist in making more effective referrals to outside training resources. It is unknown whether testing has resulted in an improvement in successful training completion for farmworkers, although in other studies the results have shown this to be the case.

A total of 34 different testing instruments are being utilized by the grantees. These instruments range from basic reading, writing, and math assessment, to vocational interest inventories and dexterity evaluations. Each program uses tests which complement their program mix, staff capabilities, and client characteristics.

The most commonly used test instrument was the Adult Basic Learning Exam (ABLE), which measures reading, writing, and math achievement and aptitude. It is easier for grantees to utilize because it does not require certified testers in order to be administered and scored. A list of the testing instruments currently in use by 402 grantees is found on Table II in the appendices.

Adult Basic Education

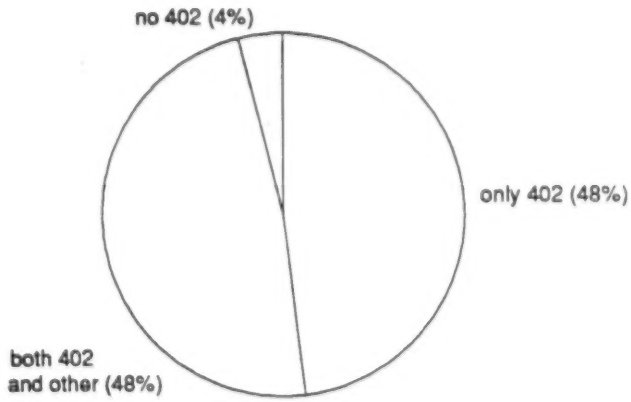
Forty percent (40 percent) of the grantees (21 out of 53) operate their own ABE program, because they have determined that resources within the community are either inaccessible or insufficient to meet the needs of farmworkers. Although these 21 grantees operate their own programs, they make referrals to outside resources as well.

The average program operated by the 21 grantees serves 184 clients per year. The level of activity, of course, is not consistent among grantees due to varied funding levels. The number of clients receiving ABE from specific programs ranged from 10 to 1,693.

Of the 21 grantees who operate their own program, 48 percent use 402 funds only, 48 percent use both 402 and other funds, and 4 percent use no 402 funds. Some of the outside funding includes, but is not limited to: Community Service Block Grants (CSBG), Office of Community Services grants (OCS), High School Equivalency Program (HEP) grants, county education grants, JTPA Title II, and grants from state departments of public welfare.

Figure 2.

Funding Sources for ABE
(by number of programs)



Although some grantees do not operate their own ABE program, they do contract with other sources to provide classes, and pay for the cost of services to their clients. Nine grantees (17 percent) contract for ABE training services. When contracting for ABE training, the grantees predominantly use their 402 funds to pay for the costs. The average number of clients for whom each of the nine grantees contract for ABE training is 46.

A majority of the grantees (60 percent) do not operate their own ABE program. These 32 grantees refer clients to other entities in the community who provide ABE classes. Ninety-eight percent of all grantees, including those who operate their own programs, refer clients to outside ABE instruction. On the average, each of the 52 grantees refer 124 clients to ABE classes each year.

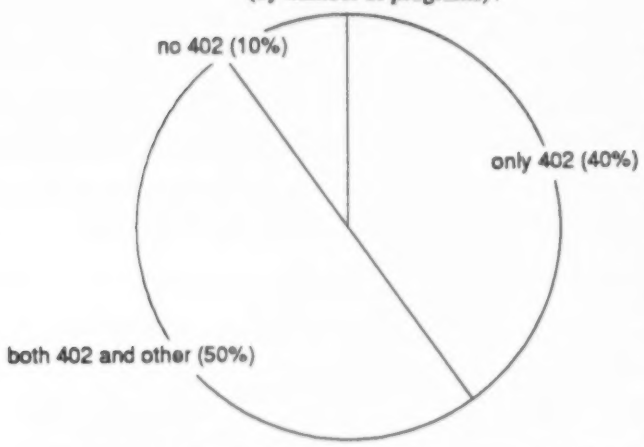
General Educational Development

Thirty-eight percent (38 percent) of the grantees (20 out of 53) operate their own GED program. In some regions the farmworker population is both educationally under-developed and has limited English speaking ability. Grantees have stepped in to provide the specialized training needed to meet this diverse population's needs, yet in many rural communities the demand for training still exceeds the availability of classes.

Figure 3.

Funding Sources for GED

(by number of programs)



Of the 20 grantees who operate their own GED program, 50 percent use other grants in addition to 402 funds, while 40 percent use 402 funds only, and 10 percent rely on other outside funding altogether. Some of the outside funding includes but is not limited to: CSBG, OCS, HEP, JTPA Title II, and other state and county government grants. An average of 62 clients are served by each grantee offering GED instruction.

Again, a majority of the grantees (62 percent) do not operate their own GED program, but rather refer clients to other classes offered in the community. These classes are generally offered through the local county boards of education, vocational technical schools and community colleges. Ninety-eight percent of all grantees refer their clients to other GED programs, even if they operate their own.

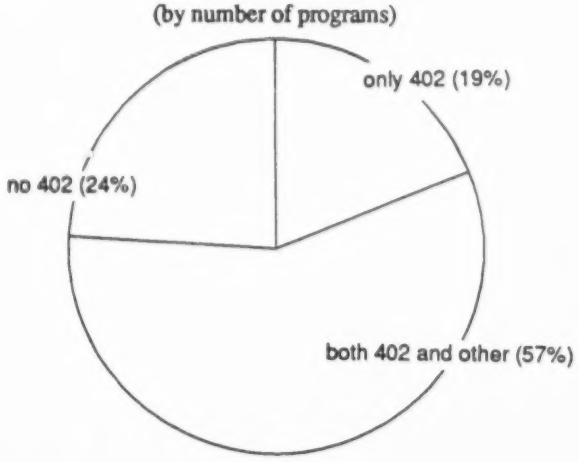
English as a Second Language

Forty percent of the grantees (21 out of 53) operate their own ESL programs to help compensate for either insufficient or inaccessible resources to meet the needs of farmworkers in their area. In many parts of the country, the 402 grantees are the only provider of ESL instruction within a community. Where other resources are available, these grantee also refer clients out for assistance. On the average, each of these 21 grantees provide 122 clients with ESL instruction each year.

Figure 4.

Funding Sources for ESL

(by number of programs)



Of the 21 grantees who operate their own ESL program, 57 percent use both 402 and other funds, 24 percent use no 402 funds, and 19 percent use only 402 funds. The outside funding sources used include, but are not limited to: CSBG, OCS, and State Legalization Impact Assistance Grants (SLIAG).

An additional five grantees (10 percent) contract with other ESL service providers within local communities. Each of these five grantees contract for ESL instruction for an average of 34 clients each year.

Forty of the 53 grantees (76 percent) refer their clients to other ESL programs in their community. The percentage of referrals is lower for ESL than for ABE or GED due to the variation of client characteristics in different regions of the country. An average of 57 clients are referred by each of these grantees to other service providers for ESL training each year. The largest farmworker population groups requiring ESL instruction are Hispanics, Haitians and Vietnamese.

Reading Is Fundamental

Twelve out of the 53 grantees (23 percent) have succeeded in obtaining RIF-program funding. However, since seven of those grantees belong to one organization, only 11 percent of 402 parent organizations participate in RIF. Those who are involved only receive funding on a very limited basis to distribute books to migrant camps and rural farmworker communities which do not have access to public libraries.

It is unclear why so few 402 organizations are involved in the RIF program. RIF may be more attractive or feasible for organizations which also distribute books through Migrant Head Start, and thus already have the administrative cost support system in place which can finance RIF as well. Three of the six parent organizations that operate RIF programs also operate Migrant Head Start programs. Since RIF does not allow for administrative costs, it may be problematic for grantees who cannot support these costs through private resources.

Project Literacy in the United States

The PLUS program is a relatively new literacy initiative implemented by the current administration. Fifteen of the 53 grantees (28 percent) are involved in various ways with the PLUS program. The grantee's level of involvement includes but is not limited to: participation on the PLUS task force, coalition or committee within their state, assisting with the distribution of posters and other PLUS literature, and staff support as volunteers during their non-working hours.

Coordinative Linkages

All 53 grantees have established coordinative linkages to avoid duplication of service and maximize the accessibility of farmworkers to other resources. The relationships which have been established include active cross-referrals of clients, and joint participation on advisory groups focusing on the needs of specialized populations such as migrant and seasonal farmworkers. Some of the major programs with which grantees commonly reported having formal referral and cooperative relationships include but are not limited to:

- High School Equivalency Program (2 grantee operators)
- State and county remedial education programs
- Local education agencies (LEA)

- Migrant Education
- Migrant Head Start (4 grantee operators)
- Tutorial programs
- Community colleges
- Vocational technical schools
- Developmental Disabilities (2 grantee operators)
- Early childhood education programs
- Adult reading labs
- Refugee education programs
- State public library programs
- Job Corps
- Literacy Action
- Reading Is Fundamental
- Project Literacy in the United States
- ACTION and VISTA programs

For greater detail regarding the coordination and linkages between the 402 grantees and other groups, see the Association's survey regarding Linkages and Coordination: JTPA Title IV, Section 402, Volumes I and II, 1986.

Special Literacy Initiatives

Fifteen of the 53 grantees (28 percent) have initiated special literacy programs for the farmworker population. These initiatives were designed to meet the particular needs of the farmworker populations within each grantee's target area. Following are highlights of special literacy activities developed by individual grantees:

Telamon Corporation: NORTH CAROLINA

To target the most urgent literacy needs of its adult enrollees, Telamon developed a Pre-Employment Training course that emphasizes remedial English and math, including "survival" literacy skills such as reading safety signs, and learning specific job-related vocabulary. The details of this training, designed to enhance GED, are developed separately by each state to emphasize the particular needs of that area.

In North Carolina, Telamon created a special ESL program called the Farmworker School, which received the 1986 Creative and Innovative Program Award of the North Carolina Adult Education Association. The School is designed to meet the needs of migrants, who are in the area for only a short time, have no transportation, and possess "few, if any of the literacy skills usually necessary for even the most basic of ESL courses."

To reach these hard-to-serve individuals, the Farmworker School brings evening literacy instruction to the labor camps where they live and work. Regular on-site teaching is augmented by the visits made by Telamon's mobile ESL classroom, built from a 14-foot Chevy van equipped with benches, desks, and video equipment. The Farmworker School's teaching materials include Telamon's own literacy publication, "Survival Skills Handbook," which is also used by several other East Coast programs.

North Carolina also operates a literacy program called TELLIT, primarily aimed at English speakers. TELLIT relies on specially trained, community-based volunteers to deliver instruction which is participatory and non-formal. To assure relevancy and increase retention, the schedule and curriculum are developed jointly with the students to address their interests, stated goals, and aspirations.

SER Corporation of Kansas: KANSAS

On June 20 SER will begin its first classes using the PALS computer instruction system. The system operates on IBM computers, and is designed for English-speaking adults at the second- or third-grade literacy level. The project is not specifically designed for, but is expected to include farmworkers.

For the first summer, 12 computers will be available for the project. Twelve computers could theoretically support a class of 16 students, with as many as seven classes a day, and four sessions per year. In addition to teaching literacy, the classes are expected to enhance computer skills and touch-typing. Both federal and state funds are being sought for the project.

Central Valley Opportunity Center: CALIFORNIA

Through its Vocational and Academic Training System (VATS) program, the Central Valley Opportunity Center targets education and training, including ESL and literacy instruction, to migrant youth who are juniors and seniors in high school and are on a high potential dropout list. These students typically are one to two years behind in school, and receive unsatisfactory, incomplete, or failing grades.

The program is very intensive, and has an unusually high teacher-student ratio. The summer program, which includes an ESL/literacy component, also features the Portable Assisted Study Sequence (PASS), which allows students to continue their studies as they migrate or after the summer program has ended, and earn credits toward a high school degree. These programs are funded by CSBG and HHS discretionary grants, and Migrant Education. Local school districts provide support in the form of materials and services such as books and transportation.

Rocky Mountain SER/Jobs for Progress, Inc.: COLORADO

Rocky Mountain SER operates three Comprehensive Competencies Program Learning Centers (CCP). The CCP integrates the most successful educational approaches and materials developed over the last several decades into an individualized, self-paced, competency-based instructional system. It covers academic competencies and also functional competencies determined necessary for success in the family, society, and economy. CCP is based on a hierarchical framework of competency objectives ranging from elementary to college preparatory.

The Rocky Mountain SER CCP Learning Centers were implemented with funding received from the Ford Foundation, Monfort Foundation, and the Governor's Job Training office. Tuition for students is provided by the Department of Labor, Office of Community Service, local Service Delivery Areas, and other localized groups. The three centers serve a total of some 500 students per year. Through the second quarter of 1985, CCP learners gained an average of 2.3 grade levels in reading and 3.1 grade levels in math after only 100 hours of instruction. The program's current average cost is $350 per grade gained in reading and $275 per grade gained in math.

California Human Development Corporation: CALIFORNIA

CHDC receives a grant from Reading Is Fundamental (RIF) to promote literacy instruction and recruit clients through broadcasts on a radio station in Salinas, California. Through its numerous field offices, CHDC also assists with the distribution of RIF books and literacy materials.

A second area of special activities is CHDC's work with disabled farmworkers. CHDC obtains referrals and then contracts with private insurance companies to provide literacy instruction to disabled farmworkers who can no longer do manual labor. Through literacy and vocational instruction, the farmworker will be better able to obtain alternative employment and will not have to rely soley on insurance compensation for their survival.

Employer's Training Resource: CALIFORNIA (KERN COUNTY)

This 402 grantee developed a cooperative working relationship with the Kern County Library Literacy (KCLL) program which has been operating since 1984. This program uses volunteer tutors to teach farmworkers and other clients to read. Employer's Training Resource (ETR) refers their clients with poor or no reading skills to the KCLL program for assistance. Likewise, once an individual has successfully advanced through the program, KCLL staff refer the client back to ETR for further vocational/occupational skills training and placement.

Department of Education, Adult Migrant Division: FLORIDA

This 402 grantee and the state Migrant Education program have jointly developed a Summer Youth Institute to serve the needs of farmworker youth. This summer program lasts for six weeks and provides remedial instruction for farmworkers who have dropped out of school or are at risk of dropping out. This program is designed to allow the youth to earn credits which will help them graduate from high school.

Illinois Migrant Council: ILLINOIS

IMC has initiated and is involved in numerous activities which provide literacy and ESL instruction to farmworkers and other clients. Through IMC's coordinative linkages with the Illinois Secretary of State and the Illinois State Library literacy projects, farmworkers and other clients have access to literacy-related instruction statewide.

For those Illinois clients who have limited English speaking ability, IMC has developed a broad approach to ESL instruction using a variety of programs and local support. For example, IMC offers a Workplace/Industrial ESL program funded through a grant from CSBG. This program allows for the instruction of ESL at the same time the individual is learning job skills. This approach is similar to that of bilingual vocational training (BVT), purported to be a more successful and cost-effective method of ESL instruction.

Like many grantees, IMC also offers on-site ESL instruction in the labor camps. This allows farmworker clients easier access to the training, and increases the level of participation. IMC also has developed coordinative linkages with the Local Literacy Council and other community and church ESL programs to avoid duplicative efforts and maximize the availability of services to the targeted populations.

Penobscot Consortium, Training and Development Corp.: MAINE

This 402 grantee developed a cooperative relationship with the HEP program that has been in existence since 1982. TDC and the HEP program co-enroll clients so that the distinct program components compliment and are strenghtened by one another. This allows the client to make the most of academic preparation leading to GED, exposure to career exploration, access to vocational and academic counselling and supportive services, work experience training, occupational skills and on-the-job training, and employability development

services. TDC, like Rocky Mountain SER, operates a CCP Learning Center through their HEP. This joint relationship allows for larger numbers of clients to be served in a more cost-effective manner.

Mississippi Delta Council for Farmworker Opportunity: MISSISSIPPI

In the state of Mississippi, as in numerous other states, state education officials have instituted a set of pre-requisites which students must meet before they can graduate from high school. In Mississippi, students seeking a high school diploma must pass the state's High School Literacy Test. MDCFO has sought to develop a program that will assist farmworker high school students to pass the literacy test so that they can finish the basic schooling necessary to obtain stable employment or go on to higher education. For farmworker high school students interested in furthering their education, MDCFO has developed a program which helps farmworkers prepare for the ACT and SAT tests. The results of these tests are widely used in the college admissions process and in the award of financial aid.

Home Education Livelihood Program: NEW MEXICO

HELP is currently the operator of a Head Start and a Migrant Head Start Center. In addition to these program operations, HELP has developed an education program for 16 to 21 year old high school dropouts. Although farmworkers participate in this program, it actually is funded by the State of New Mexico's JTPA Title II-A allocation. In previous years, HELP's literacy efforts were focused in the southeast portion of the state. However, HELP has begun to expand its classroom literacy programs to farmworkers throughout the state.

Rural Opportunities: NEW YORK and PENNSYLVANIA

New York - This 402 grantee is currently operating a Youth Intervention Project to increase the academic level of farmworker and other youth. All clients are enrolled in either ABE or GED depending on their achievement levels. The ABE and GED instruction is provided through BOCES or the local community college which serves the New Hampton and Highland areas. The program is designed to intervene in the youths' educational development with the objective of improving their chances of completing high school or obtaining a high school diploma. Funding for this project comes from the Department of Health and Human Services.

In a related approach to literacy, RO has sought to have its own field office staff trained as tutors through the Literacy Volunteers program. This will enable RO staff to provide tutoring for farmworker clients in areas where literacy efforts and tutors are limited.

Pennsylvania - Pennsylvania Farmworker Opportunities (PAFO) has developed a special coordinative linkage with the Pennsylvania State University to foster literacy initiatives within the state. The University's Institute for the Study of Adult Literacy has been awarded a two-year grant from the Gannett Foundation to promote state leadership in adult literacy. The Institute has organized a statewide coalition of 25 literacy representatives from both the public and the private sectors. PAFO has been asked to represent migrant education/ESL on this statewide coalition. As a representative on the coalition, PAFO will be able to help mold and

guide literacy efforts within the state to ensure that farmworkers have access to the services currently provided and that their special needs will be taken into account in planning future literacy programs.

Oregon Human Development Program: OREGON

OHDC has developed an active youth remedial education program. This literacy initiative focuses on farmworker and other disadvantaged clients 16 to 21 years of age. OHDC's youth program offers ABE, GED, and ESL, makes referrals to other resources within the community, maintains a job bank, and has a teen parent component. The teen parent program provides literacy instruction as part of its daycare/day-school activities.

Tennessee Opportunity Programs, Inc.: TENNESSEE

TOPs has developed a progressive remedial/vocational training program. Since October of 1985, TOPs has contracted with a private for-profit agency to provide remedial instruction in math, reading, and job specific instrumentation. The instruction covers basic instrumentation such as reading blueprints and specifications, dimensions and other views, etc. Training also includes reading the rule and scale, bend protractor, divider, tremmel, caliper, gases, squares, micrometer, and vernier. The participant attains the basic industrial skills necessary to enter the industrial job market. The course includes 144 hours of intensified industrial vocational/remedial training. A total of 79 participants have been enrolled in these classes with an average placement rate of 67 percent. The average cost per participant is $950.

Conclusion

The low educational level and high number of non-English speakers in the farmworker population makes literacy instruction a vital part of 402. Thirty of the 53 grantees (57 percent) operate either an ABE, GED, or ESL program for their farmworker clients. Ninety-eight percent of the grantees refer clients to resources within their communities. All of the grantees have established coordinative linkages with other educational, social service, and government entities in order to enhance literacy services for the farmworker population. This maximizes limited resources and diminishes duplication of effort, while assuring that services reach the economically disadvantaged populations.

However, when planning services, the grantee must take into account the high cost of providing longer-term developmental education, and the need to meet performance standards on cost per placement and entered employment rates. A number of the 402 grantees have had to rely on sources other than 402 to help pay for their literacy activities. If these other funding sources are severely cut back or eliminated and costs are shifted back to 402 funds, the grantees' ability to meet performance standards will suffer. Many grantees comment that greater flexibility in performance standards would allow more adequate literacy training, which in turn would enhance other education and training, and provide a stronger foundation for long-term employability.

APPENDICES

CONTENTS

Literacy Survey Results . . . . . A
Educational Testing Instruments . . . . . B
Survey Questionnaire Form C

TABLE I

STATE NAME	INTERNAL TESTING	ABE OPERATOR	ABE REFERRALS	GED OPERATOR	GED REFERRALS	RIF	ESL OPERATOR	ESL REFERRALS	PLUS	SPECIAL LITERACY INITIATIVES
ALABAMA		Y	Y	Y	Y					Y
ARIZONA	Y		Y		Y		Y	Y		Y
ARKANSAS				Y						
CA-CHDC	Y	Y		Y		Y	Y	Y		Y
CA-KERN	Y	Y	Y		Y		Y	Y	Y	Y
CA-CET		Y	Y	Y	Y		Y	Y		Y
CA-PROTEUS	Y	Y	Y	Y	Y		Y	Y	Y	
CA-CVOC	Y	Y	Y	Y	Y		Y			Y
COLORADO	Y	Y	Y	Y	Y			Y	Y	Y
CONNECTICUT	Y	Y	Y	Y	Y		Y	Y		
DELAWARE	Y		Y		Y	Y		Y	Y	
FLORIDA	Y		Y		Y	Y		Y	Y	Y
GEORGIA	Y	Y	Y		Y	Y	Y	Y		Y
HAWAII					Y					Y
IDAHO		Y	Y		Y		Y	Y		Y
ILLINOIS	Y	Y	Y		Y		Y	Y	Y	Y
INDIANA	Y		Y		Y	Y		Y		
IOWA	Y	Y	Y	Y	Y		Y	Y	Y	Y
KANSAS			Y		Y		Y	Y	Y	Y
KENTUCKY			Y		Y			Y		
LOUISIANA		Y	Y	Y	Y			Y		
MAINE	Y	Y	Y	Y	Y			Y	Y	Y
MARYLAND	Y		Y		Y	Y		Y		Y
MASSACHUSETTS	Y	Y	Y	Y	Y		Y	Y		
MICHIGAN	Y		Y		Y	Y		Y	Y	
MINNESOTA	Y		Y		Y			Y		Y
MISSISSIPPI	Y	Y	Y	Y	Y					Y
MISSOURI			Y		Y					
MONTANA	Y		Y		Y				Y	
NEBRASKA	Y	Y	Y	Y	Y			Y	Y	
NEVADA	Y	Y	Y	Y	Y		Y			
NEW HAMPSHIRE	Y	Y	Y	Y	Y			Y		
NEW JERSEY	Y		Y		Y			Y		
NEW MEXICO	Y	Y	Y	Y	Y		Y	Y	Y	Y
NEW YORK	Y		Y		Y			Y	Y	Y
NORTH CAROLINA	Y		Y		Y	Y	Y	Y	Y	Y
NORTH DAKOTA	Y		Y		Y		Y			Y
OHIO	Y		Y		Y			Y		
OKLAHOMA			Y		Y			Y		
OREGON	Y		Y	Y	Y		Y	Y		Y
PENNSYLVANIA	Y		Y		Y			Y		Y
PUERTO RICO										
SOUTH CAROLINA	Y		Y		Y	Y	Y	Y		Y
SOUTH DAKOTA	Y		Y		Y					
TENNESSEE	Y		Y		Y					Y
TEXAS	Y		Y		Y			Y		
UTAH			Y		Y			Y		Y
VERMONT			Y	Y	Y	Y				
VIRGINIA	Y		Y		Y	Y				Y
WASHINGTON	Y		Y		Y		Y	Y		Y
WEST VIRGINIA	Y		Y		Y	Y		Y		Y
WISCONSIN	Y	Y	Y	Y	Y		Y	Y		
WYOMING			Y		Y					
TOTAL	38	21	52	20	52	12	21	40	15	30

Association of Farmworker Opportunity Programs
408 7th St., S.E., Washington, DC 20003, (202) 543-3443

Testing Instruments Used (34 instruments)

- ABLE (Adult Basic Learning Exam)
- TABE (Test of Adult Basic Education)
- APL (Adult Performance Level)
- SRA Reading & Math (Science Research Associates)
- Stanford Achievement
- Inter-American Series
- Ubicacion Series
- GATB (General Aptitude Test Battery)
- Western Personnel
- Peabody Individual Achievement Test
- JEVS (Jewish Educational Vocational Services)
- Telamon ESL Literacy Level Aptitude Test *
- PEMLEX/ESL (Pre-Employment Learning Experience ESL)
- Holland's Self-Directed Search and Vocational Preference Inventory
- Skills Inventory by Creative Options
- CISI (Career Inventory System of Iowa)
- Bolle's Transferable Skills Inventory
- World of Work Inventory
- VITUS (Vocational Interest, Temperament & Aptitude System)
- Career Assessment Inventory
- VOI (Vocational Opinion Index)
- IOWA Test of Basis Skills
- ESLOA Oral Assessment
- JOB-O Vocational Testing
- CTB Test of ABE (from CA Achievement Test)
- WRIOT (Non-Reader Assessment)
- WRAT Achievement Test
- PAYES I,II,III
- BEST
- APTICOM
- GEPI
- ASVAB
- TAP
- PLATO

* **Developed by 402 Grantee, Telamon Corporation**

TABLE II

ASSOCIATION OF FARMWORKER OPPORTUNITY PROGRAMS
408 Seventh Street, S.E. Washington, D.C. 20003
202/543-3443

JTPA, SECTION 402 LITERACY SURVEY

The Department of Labor has requested the Association to conduct an informal survey to determine the level and extent of literacy program activity conducted by JTPA, Section 402 grantees. The Department has established literacy as one of its priority initiatives. The results of this survey will be cumulatively presented to the Department highlighting exemplary projects or programs.

Your assistance in promptly completing this survey will aid in reflecting the responsiveness of Section 402 grantees with the DOL officials who have expressed considerable interest in the results. Thank you in advance for your support.

1. Name of Agency: _____

2. State(s) Served: _____

3. What is the average educational level of your farmworker population? _____ Migrants? _____ Seasonals? _____

4. Do you operate a testing program for your participants? _____ If yes, please name the testing instruments which you use and describe their purpose? _____

5. Do you refer out or contract for testing services for your participants? _____ If yes, who do you contract with and what funding source is used? _____

If you refer your participants out, to whom do you refer them? _____

6. Do you fund and/or operate an ABE program? _____ If yes, what is the average number that participate annually? _____ What source(s) of funding is(are) used to finance the ABE training?

7. Do you contract for ABE instruction for your participants? _____ If yes, what is the average number contracted for annually? _____ What source(s) of funding is(are) used to finance the ABE instruction?

What entity do you contract with for provision of ABE instruction?

8. Do you refer participants for ABE instruction? _____ If yes, what is the average number referred annually? _____ What entity do you utilize to provide ABE instruction? _____

9. Do you fund and/or operate a GED program? _____ If yes, what is the average number of participants annually? _____ What source(s) of funding is(are) used to finance the GED program? _____

10. Does your agency participate in a Reading Is Fundamental (RIF) program? _____ If yes, in what way(s)? _____

11. Do you fund and/or operate an ESL training program? _____ If yes, what is the average number that participate annually? _____ What source(s) of funding is(are) used to finance the ESL training?

12. Do you contract for ESL instruction for your participants? _____ If yes, what is the average number contracted for annually? _____ What source(s) of funding is(are) used to finance the ESL instruction?

What entity do you utilize to provide ESL instruction? _____

13. Do you refer participants for ESL instruction? _____ If yes, what is the average number referred annually? _____ What entity do you utilize to provide ESL instruction? _____

14. Is your agency involved with the Project Literacy in the United States (PLUS) program? _____ If yes, in what ways are you involved?

15. What coordinative linkages have been established between your agency and the following to enhance literacy activities?

HEP/CAMP _____
State/County Remedial Education _____
Migrant Education _____
Migrant Head Start _____
Tutorial Programs _____
Community Colleges _____
Vocational/Technical Schools _____
Developmental Disabilities _____
Early Childhood Education _____
Adult Readying Labs _____
Others (Specify) _____

16. What other literacy projects or activities are you involved? Please use the balance of this space to fully describe the project/activity, contact person name and telephone number, funding source(s) and level of participation. (Please send any printed literature which you may have on any of the projects/programs/activities which your agency is involved.)